

Disadvantaged Strategy Review – September 2020

Focus

1. Barriers to future attainment		
In-school barriers		
A.	Resilience, organisation and learning habits	
B.	Behaviour Issues – On average disadvantaged, students are more likely to have a higher number of behaviour points than non- disadvantaged students (nearly double), they are also more likely to have a lower number of achievement points than non- disadvantaged students.	
C.	Low expectations	
D.	Reading habits and depth of vocabulary	
E.	Low prior attainment especially in Literacy and Numeracy	
External barriers		
F.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
G.	In some cases, less priority placed upon learning and achievement at home.	
H.	Mental and emotional well-being of disadvantaged students	
I.	In some cases, low aspirations about what can be achieved and how to be successful and limited access to positive role models.	
J.	Attendance/punctuality of disadvantaged pupils	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in resilience, organisation and understanding of how the individual students learn (metacognition).	Learning walks will show that students will have a better understanding of metacognition and how they can use this to improve their learning in lessons.
B.	Improvement in behaviour of disadvantaged students	Disadvantaged students with the highest profile in terms of behaviour will report improvements in the number of achievement points attained and a reduction in the number of behaviour points attained.
C.	Higher expectations of disadvantaged students	Lessons will be appropriately challenging for all students, there will also be greater awareness of prior attainment and targets.
D.	Students will spend more time reading and there will be an increase in vocabulary and background knowledge for Disadvantaged students.	Positive feedback from students regarding KS3 tutor reading programme. Trial ways to assess the impact of word of the week and literacy buzz.

E.	Increased progress of students with low prior attainment	Tracking of KS3 students shows disadvantaged students with low prior attainment making higher than expected progress, therefore improvements in NRSS scores for Reading and Maths.
F.	Improved attitude to homework & students will bring correct equipment to lessons.	There will be an improvement in the ATH levels and a reduction in behaviour points for equipment for disadvantaged students.
G.	Improved status of learning and achievement for disadvantaged students	A greater proportion of disadvantaged students will be at the top end of the CTL scale and be invited to celebration events.
H.	Disadvantaged students will have access to resources to help deal with stress and anxiety.	Students will know where to go and how to access help and support.
I.	Improvement in the aspirations of disadvantaged students.	Greater number of disadvantaged students will apply for sixth form to do A levels.
J.	Improved attendance rates for disadvantaged students	Gap between disadvantaged and non-disadvantaged will reduce in terms of attendance.

2. Approach

• **Quality of teaching for all**

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
Quality first teaching – improvement of uptake of CPD in staff body.	CPD to be more focussed on six clear teaching and learning principles: <ul style="list-style-type: none"> • Subject knowledge • Challenge/High Expectation • Modelling • Review/Retrieval • Questioning • Feedback (subject knowledge in department time)	Clear expectations will be provided. Each team to have template structure of what to include in their session. This includes: <ul style="list-style-type: none"> • Current Research • Core Principles • The why? • Worked Examples • The bigger picture 	Each area led by 2 members of staff as research leads. Overseen by SLT (F Hubbard, K Abbott and T Legg)	Launched in September 2020, staff were asked to refresh their knowledge of the learning principles and then select one area as a focus for their research questions. Initial meetings were held with research groups to discuss ideas and start the projects. Unfortunately in some cases the action research was made difficult due to COVID but this will remain a feature of CPD into 2021/22.. The 6 teaching principles continue to be the focus for learning walks and department observations. This ensures consistency and provides an opportunity for focused WWW and EBI feedback.
PP team to have a clear understanding of the provision for disadvantaged students at a classroom level.	Lesson observations and learning walks carried out by the team responsible for Pupil Premium provision.	Staff (all) training centred around the disadvantaged will take place: <ul style="list-style-type: none"> • PD days • After school CPD • ITT • New staff conference 	K Abbott & PP team	Information was disseminated during PD days and ITT. Limited opportunity for learning walks due to COVID and so will be a focus for 2021/22.

		Planned learning walks. PP review to be scheduled.		
A more consistent approach to behaviour issues that impact learning outcomes across the whole school.	A new behaviour policy will be introduced in September 2019 across all year groups. Main points include: <ul style="list-style-type: none"> Greater emphasis on positive rewards reflecting 3B's 'Onsite, Out of sight' policy in regards to mobile phones. On the day detentions for both serious behaviour (red card) and LLD (yellow card). Attendance will be monitored at the gate and free time removed. Greater focus on uniform and equipment infringements 	Staff (all) training centred on the new behaviour policy. Student assemblies so that all students understand the expectations. Half-termly monitoring of behaviour and achievement points as well as attendance for Disadvantaged students. Identification of students that need mentoring and appropriate targets put into place.	L Warfield C Finch (behaviour) PP Team (monitoring & mentoring)	Behaviour management strategy continued to be embedded. Staff given more training in PD days and ITT. Emphasis on consistency as well as use of subject detentions for homework etc. Data will be used in 2021-22 to ensure that these approaches are having a positive impact. Focus during lockdown on remote learning engagement with staff giving weekly/fortnightly data for students. Data was collated and Communications were made to students & parents: <ul style="list-style-type: none"> Excellent – letters of praise & amazon voucher Good – letters of praise and encouragement Needs improvement – phone calls home by tutor or member of staff and short term engagement targets set (this was recorded in the meeting notes section on Edukey) Not engaging – followed up by HOY & attendance team, invited into school as 'vulnerable' learners.
Better understanding among the staff of the Pupil Premium/ Disadvantaged group)	PP team to create a method that clearly displays information regarding the PP/Disadvantaged pupil group. This will include: <ul style="list-style-type: none"> Information on socio/economic background of student that would provide insight Transparency of where PP funding is being spent Comments from staff and the students themselves regarding welfare, home-life, behaviour etc as well as attitude to learning Suggested strategies for working with more challenging students 	Creation of system for monitoring & tracking. Appropriate guidance for staff to ensure completion is effective & timely. Transfer of funds to departments only after information has been recorded.	PP Team – K Abbott, J Coles and C Leak	Provision mapper was rolled out to staff so they were able to find their PP students quickly and view key information. Interventions were added to provision mapper for any students in receipt. The tracking and monitoring of interventions was hampered by COVID so this will be an area to further develop in 2021/22.

	<u>PP team to provide training to all staff.</u>			
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• Targeted support

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
Better provision for the management of mental health issues within school.	School to employ two Emotional Literacy Support Assistants (ELSAs) from Sept 2019 They will meet with students who suffer from mental health issues that affect their learning, such as anxiety. They will also be trained mental health first aiders and will have a designated place of contact within the school.	Meeting with SSO's to identify Disadvantaged students from each year group that will need ELSA support. Tracking of this support via the PP database. Identification of the amount and type of support given as well as any subsequent referral.	R Coe/T Rush S. Peckham	Whole school approach to positive mental health further developed and embedded across the school. 6 strands of wellbeing were introduced to the whole school community (shared with students, parents and carers in Spring 2021 via virtual podcasts). The embedding of these strands into life and learning will continue in 2021-22. Assemblies (virtual) used to pass on key areas of information. Approach woven into pastoral, PSHE and whole school culture.
Improved reading levels for LPA (Low Prior Attainment) students.	Breakfast/Afternoon tea club for reading These will be open to all students to encourage in reading homework participation. However, LPA students will be specifically invited. Students paired with 6 th formers, parent helpers etc. to encourage group/paired reading.	Letters home to parents inviting LPA students. Monitoring of attendance & of accelerated reader accounts to ensure that students are reading regularly and making appropriate book choices. Regular testing using STAR assessment to monitor progress. Helpers will be given literacy training to encourage comprehension dialogue.	PP Team & Learning support	Interventions outside of normal school hours could not take place until the summer term. However, when they did start there was brilliant take-up with Year 7s, who have since enquired about it continuing in Year 8 and when it will start. For example, at the beginning of the initiative we received the following email from a Year 7 parent: <i>'Charlie is dyslexic and struggles with reading on his own but I have the usual battle of him being a reluctant reader and embarrassed to go to a group for this, so I would like him to come but he is a little hesitant!'</i> and he has since approached me (during Year 8) about when it will be starting up again. He was so keen and read aloud every week. TAs were trained for the book clubs so they could lead small group reading sessions and assess comprehension and understanding through appropriate questioning techniques. Y7 Urgent Intervention – extra literacy, removed from MFL Intervention. For the students who attended additional literacy for the whole of the academy year (including during lockdown) we generally saw an increase in STAR score

				<p>between September and March. The most positive was a 10m increase in reading age.</p> <p>Intervention – intervention session run by LH & LA once a week during registration. In the summer term, we moved to this being overseen by LA with TAs doing 1:1 reading interventions with students. This was generally positive with year seven students with more students engaging with texts and quizzing more regularly. TAs reported that they saw an improvement in confidence amongst the students and many were able to use this as an opportunity to foster an interest in reading or link reading to their other interests.</p> <p>6th form electives, DofE helpers etc. Did not go ahead due to COVID – this will be implemented in 2021/22.</p>
<p>Improved literacy for LPA students.</p>	<p>Employment of KS2 trained teacher to lead interventions for Extra Literacy and numeracy for year 7 and 8 as well as year 9 English.</p> <p>Students identified as being Urgent Intervention and Intervention in the Star Reading test will be removed from MFL and will attend extra literacy.</p>	<p>English intervention coordinator to be appointed.</p> <p>KS2 trained teacher to be appointed.</p> <p>Fortnightly meetings to plan and structure intervention work.</p> <p>Monitoring of data track progress. Extra Star assessments where appropriate.</p> <p>Meetings with PP team every half term to monitor progress.</p>	<p>Intervention team.</p> <p>PP team</p> <p>Learning support</p>	<p>Literacy homework groups open for PP pupils who are not in literacy normally but can be referred there by their English teacher for additional support. When covid arrangement allow. This was started with year 9s but not well attended and difficult due to covid measures. We would like to set this up as a breakfast club in 21/22 academic year.</p> <p>Year 7 & 8 FSM students selected and were given two books from their ZPD. As access to the library was restricted, this was a good way to ensure that students started the year with the required reading books. Later in the year we purchased an eBook subscription so that students had access to a greater variety of titles as well as audio books.</p> <p>Unfortunately, trips could not go ahead due to COVID and there was a limited opportunity to track cultural capital opportunities. However we Set up email groups for PP students in each year group (these will need to updated in September). Cultural capitol email were sent to PP students during lockdown to suggest activities to broaden and enrich their time at home.</p> <p>During COVID locakdown</p>

				<p>TAs were assigned to students for a daily/weekly check in for support. Teams use by TA to chat/phone call to support any issues.</p> <p>In 2021-22 a understanding & tracking of cultural capital opportunities across the school and the impact/inclusion of disadvantaged students. Start point – questionnaire for all students September 2021.</p>
Improved attendance across disadvantaged students.	Employment of full time attendance officer.	<p>Attendance officer will monitor and celebrate attendance.</p> <p>Implement new protocol for lateness (in line with behaviour policy)</p> <p>New protocol for reporting illness.</p> <p>Parental guidance issued for reporting absences and for booking medical appointments.</p> <p>PP team to access data and monitor.</p>	H Owen Pastoral leaders & PP team	<p>Attendance meetings held with Heather Owen to focus on PP students. Lowered threshold to trigger attendance interventions, now anyone that drops below 91% will be discussed and appropriate measures put into place, where appropriate. These meeting will be every half term and EWO notes are supplied so we can keep track of the situation.</p> <p>Please see HO notes as well as year group EWO notes for specific data and information.</p>
Improved parental attendance at parents evening and other key events in school.	<p>Monitoring attendance at events such as parents evening, using sign in sheets.</p> <p>Parents evening follow up – discussion with PP parents to find out reasons for any non-attendance.</p> <p>Check Parentmail before events for sign up, contact parents to see if they need support getting there.</p>	<p>Regular meetings to monitor attendance.</p> <p>Sending of letters/contacting parent by phone prior to event to ensure awareness.</p> <p>Taxi's for parents that do not have transportation methods available.</p>	PP team Pastoral Team	<p>Due to COVID there were no in person events held at the school. Parents evening were all virtual as were open evenings and information evenings.</p> <p>2021-22 – introduce face to face information/tutor events as we retain virtual subject parents evenings to balance this.</p>

• Other approaches

Action	Chosen Approach	Quality Assurance	Staff Lead	Progress/Milestones
Improve team building, resilience and communication skills for new Year 7 forms.	Rock Climbing form bonding trip for whole of year 7	Social integration of all students. Improved team working across the form groups. Celebration and motivation opportunities.	G Boon & K Austen	A trip at the beginning of the year was not possible due to the COVID restrictions. There were opportunities for forms to contribute to the house system through house points, reading points etc. Sports days did go ahead and was the first real chance to mix with the rest of the year/school. A year group trip to Pleasurewood Hills went ahead in July 2021 and PP students were offered financial support where needed to pay for this. Students were transported in form groups and it gave the forms and year group as a whole a chance to celebrate a successful year.
Modify homework practices in Year 7 to encourage literacy and numeracy.	Centralised homework for year 7: <ul style="list-style-type: none"> • Reading • Literacy • Maths 	In the past there has been discrepancies in the amount of homework set for students depending on their teachers/groups. This will help to ensure consistency as well as allow for a smoother transition from KS2 to KS3.	T Legg HOD's Pastoral team	From September 2020, we moved to all subjects setting homework right from the start of the year. This helped to establish good homework habits and organisation skills early in the year. This was very important given the climate as the students were already able to confidently utilise our online learning tools when we had to move to remote learning.
Improve reading in Year 7 and give more opportunity for fluency.	More emphasis on reading through the use of accelerated reader and reading in form time. Help provided from: <ul style="list-style-type: none"> • Peer mentors • D of E • Sixth Form • Parents Reading twice a week in form time. Reading every English lesson. Reading homework.	Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. <i>Thinking Reading – James & Dianne Murphy</i>	E Lucas-Harness K Abbott C Scott S Suett Form tutors	Book boxes were set up for all Year 7 & 8 form rooms as the library was not in use due to COVID. These boxes were bespoke to the ZPD ranges of the individual forms, meaning there were suitable books for everyone. AR was monitored and rewards were given via SIMs for number of books read, pass rate etc. At the end of the year Waterstones vouchers were also given to the top 60 readers across year 7 & 8. Rewards were also given to those that attended reading club. Register and read was rolled out across years 7 to 10 throughout the year with really positive feedback from form tutors and students.
Increase the amount of non-fiction reading across the school.	Whole school wider reading homework – non-fiction.	In the GCSE English curriculum students need to read and understand non-fiction. This is	E Lucas-Harness PP team HOD's	Register and Read: purposeful, regular reading for form groups. In action, forms were engaged in active discussion, using various oracy strategies from the slides, to take part in

	<p>Recapping of reading using 3 main techniques:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions 	<p>the case for a number of other courses too. Therefore, we need to increase the opportunities for students to have access to non-fiction literature. This is also an ideal opportunity to make links to the real work and current affairs.</p> <p>From KS2 SAT's question level analysis, 3 skills were identified as areas that our students need to improve upon:</p> <ul style="list-style-type: none"> • Summarise • Make comparisons • Discussions <p>These are also important skills that will be needed across multiple subjects.</p>		<p>conversation/debate about texts they had never encountered before. These reading strategies were then used much more explicitly during English lessons, where pupils clearly benefited from already having had experience of them. With the Year 10 team, form tutors requested that the texts were more subject-related. Once it had been adapted, form tutors remarked on - and emailed to say - how successful this was: <i>'I was shocked at how many words my form didn't know in the Dracula text. They really enjoyed applying the 'new' words to the images they produced.'</i> Register and Read is now used weekly across Year 7-10, with regular feedback from staff about how it has sparked good discussion. Year groups have benefited from it most when it has been introduced to them early on.</p> <p>AR challenges set and rewards awarded to students using the SIMs reading awards. All set via Firefly.</p> <p>English SOW updated to include a wider range of books and resources from BAME authors as well as a greater selection of non-fiction.</p>
<p>Improved understanding and increased parental engagement in literacy.</p>	<p>Year 7 parents evening for literacy.</p> <p>Parents information evening (mid-September) – parentmail request place & register:</p> <ul style="list-style-type: none"> • Accelerated reader • Homework • Knowledge organisers • Literacy skills 	<p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</p> <p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p>	<p>K Abbott M Wheatley E Lucas-Harness C Scott</p>	<p>Literacy introduction delivered remotely with Year 7 Introduction evening talk.</p> <p>Good AR engagement for Year 7. This will be monitored more closely, and non-engagement followed up promptly with low level interventions as a starting position for 2021/22.</p>
<p>Improved understanding of jobs/careers, pathways and</p>	<p>Insight lectures Work Experience Day in the world of work Careers assemblies</p>	<p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most</p>	<p>C Scott K Abbott PP Team HOD's</p>	<p>JW worked closely with students in Year 11 and 6th form to discuss progression and career pathways with a huge number of one-to-one interviews and meetings.</p>

opportunities for students.	Uni Trip for year 9s Wider trips	disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (<i>OFSTED</i>)	Pastoral team	Due to COVID most other planned events/opportunities could not go ahead.
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Additional Support For Disadvantaged Students 2020/21

Pencil cases with equipment for lessons were provided to all PP students that needed them.

FSM vouchers were sent to parents during lockdown and the school holidays.

Food parcels were offered to FSM students that were having to isolate long term.

Christmas parcels were created for our most disadvantaged students (FSM & vulnerable), staff across the school made personal contributions.

Liaised with the second-hand uniform shop to support disadvantaged families with free school uniform.

Resources across the curriculum were provided where needed, for example food ingredients, revision guides, course books etc.

Music lessons were offered to FSM students.

DofE resources and support was provided for most disadvantaged.

DfE laptop scheme – all PP students that need a device have been given one. Students that were not PP that needed a device during remote learning were also given one.

Some wifi dongles were supplied to students without internet access at home.

Applications were made on behalf of families that qualified, for free mobile phone internet access.